

Module Profile

Module title: Decision Making in Healthcare Module code: HMPR3005

Faculty	Health Sciences
ECTS Points, eg 10 ECTS	7.5
Level (4, 5, 6, 7 or 8 in the FHEQ)	6
Any pre-requisite and/or co-requisite modules	
Programmes in which the module is core	BSc(Hons) Healthcare: Management, Policy and Research
Module co-ordinator	Julie Wintrup
Contact hours	27
Non-contact hours	160.50
Total study time	187.50
Date approved by Faculty Programmes Committee	

Aims and learning outcomes

Good decisions underpin good health services at every level. The key message of this module is that decision-making can be improved, by effective use of data and modelling, an understanding of both rational and non-rational approaches and by the development of ethical judgement.

The purpose of the module is to enable you to analyse complex decisions from a number of perspectives, to appraise evidence and to evaluate underpinning organisational, social and technological processes. You will learn to deconstruct and critique specific decisions influencing health services by using real-life reports and inquiries. Your confidence and ability to analyse and critique decisions is improved through self-awareness, insight into issues of power and influence and appreciation of the broader context. Throughout the module your learning draws on contemporary issues and challenges facing health care as reported in the media, enacted through policy and guidance, and through accounts of experiences.

Learning Outcomes

On successful completion of the module you will be able to:

1. Deconstruct a complex decision using theoretical models, from problem analysis through to implementation and evaluation
2. Identify key influences and disruptors including personal and human factors; technology; laws, guidelines and processes; values, ethics and culture.
3. Explain the importance of judgement in decision-making and outcomes, identifying critical points of commitment, closure / action and opportunities for intervention

4. Debate the role of partnership and collaborative decision-making – with people using services, commissioning or providing – in health care, establishing the case for inclusive approaches in a given area, specialism or region

Summary of syllabus content

- Seminal theoretical concepts and models in assessment, judgment and decision-making, for example heuristics, stage theories and economic models
- Rational and non-rational approaches to decision making
- Contested personal factors, including heuristics, bias, experience, knowledge, intuition, values, beliefs, social support systems
- The place of problem analysis: quality of data, information search, tests, use of tools to aid decision-making, technology, contextual influences, collaborative and partnership approaches, risk of early closure
- Comparison of ethical and normative frameworks influencing health provision
- Evaluating decisions in light of conflicting agendas, values and ideologies, perspective taking, integration of rational / non-rational approaches, synthesising sources of internal / external information, evaluation of outcomes, post-hoc reviews and reports.

Summary of teaching and learning methods

The module will include large and small group work, interactive lectures, peer support and workshop activities. Key concepts will be introduced in short lectures and explored through recommended reading, video and audio resources, classroom-based discussion. Critique, appraisal and application of key concepts to contemporary issues will be through independent and peer-supported inquiry. Formative work will be reviewed by peers and learning outcomes used to offer feedback and developmental opportunities.

Summary of assessment methods

Formative Assessment

Formative assessment activities and subsequent feedback will be a key component of lectures, seminars and workshops. This might involve presenting your ideas verbally or in written form, either as an individual or in a group. This formative assessment is not compulsory but is designed to ensure that you can move forward in your learning and so support the successful completion of your summative assessments.

Compulsory, activity:

This assessment has to be completed to pass this module and therefore has a progression element. It does not, however, contribute a mark to this module. The assessment will take the form of a half-day, workshop activity in which you work in pairs to develop your assignment plan. Peer-coaching and a structured approach to constructive critiquing will offer opportunities for personal development, improving your communication skills and giving feedback.

Summative Assessment

This summative assessment is compulsory and linked to whether you pass this module and to your progression on the degree programme.

Assignment – 100%

Drawing on a contemporary health care inquiry report, or part of a report, you will present a critique of **four key decisions** discussed within the report, using the core concepts of the module. The decisions you select must reflect different aspects of health care management and offer an opportunity for an original interpretation of events.

Your critique may include other sources of information or evidence, whether available or not at the time of publication of the report, as long as each increases our understanding of the particular context and decision making process.

Presentation to a live audience may be in the form of a 15 minute, traditional, conference-style paper presentation with 5 minutes for audience questions, or may be recorded as a 20 minute event using technology such as iMovie and played to the live audience. A 1500 word conference paper must be submitted in advance of the presentation.

Special features of module

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Resources

Kahneman, D., (2011), *Thinking, Fast and Slow*. NY: Farrar, Strauss and Giroux

Klein, G., (2009), *Streetlights and Shadows: Searching for the Keys to Adaptive Decision Making*. Cambridge MA: MIT Press

Loughlin, M., (2001), *Ethics, Management and Mythology: Rational Decision Making for Health Service Professionals*. Oxford: Radcliffe Medical Press